

# Kentucky Historical Society

## KENTUCKY HISTORY EDUCATION CONFERENCE



Thursday, June 23, 2016  
 “Taking a Stand in History”

8:15 to 9:00 AM

### Registration

*Room: Commonwealth Hall*  
 Coffee and breakfast snacks  
 Visit Information Tables

9:00 to 9:30 AM

### Welcome

*Room: Brown-Forman A and B*

9:40 to 10:30 AM

### Concurrent sessions

#### **Taking a Stand in the Sky: Aviation in the Bluegrass State**

**Martin Schadler**, Aviation Museum of Kentucky

*Room: Library Microfilm Room*

Come discover the range of educational resources the Aviation Museum of Kentucky has available. This session presents an introduction to the museum, its resources, and selected examples of historical topics that can be pursued through aviation. Get inspiration for a lesson unit by learning about the underappreciated accomplishments of Kentuckians in aviation and aerospace.

#### **Peasants, Farmers & Railroad Workers: Uprisings in European and American History**

**Dr. Cynthia Resor**, Eastern Kentucky University

*Room: Brown-Forman A*

The English Peasants’ Revolt (1381), the Whiskey Rebellion (1791), and the Great Railroad Strike (1877) – in all three the working classes clashed with the ruling classes and the people in power won. The majority of primary source documents represent the viewpoint of the “winning” side of these conflicts. In this session, participants will analyze language and concepts related to rebellion (civil unrest, rebellion, riot, revolt, uprising); the types of existing primary sources related to each rebellion and how the types of surviving sources have changed from the medieval era to the 19th century; and analyze a primary source related to each uprising.

*This schedule is tentative- changes to sessions may be made prior to conference. Finalized program will be distributed at conference.*

## **Propaganda & Political Cartoons: Using Primary Sources to Take a Stand**

**Sarah Stevie**, St. Therese School

*Room: Brown-Forman B*

Many times, students learn better with real life examples and hands on activities. This session covers how to examine a time period of history using non-traditional primary sources. The presenter will cover her lessons for propaganda posters from World War I and political cartoons of World War II. For both activities, students examine the primary sources by discussing their significance in history and the artistic elements used to convey the messages of the time. Students then make their own poster and cartoon for the time period, taking a stand on a way to help the war cause. Additional elements of the lessons include a writing assignment and option to create a poster or cartoon related to modern day issues.

## **The Caroline Chronicles: A Story (and Classroom Experience) of Race, Urban Slavery and Infanticide in the Border South**

**Patrick Lewis, Tony Curtis, Whitney Smith and Matthew Hubert**, Kentucky Historical Society

*Room: Jones Conference Room*

Caroline Dennant was a contraband slave and sent to work at the Levi family's home in Louisville. In 1863, she would be tried and sentenced to death for the infanticide of Blanche Levi, the family's young daughter. However, Caroline and supporters took a stand against the circumstantial evidence and requested a pardon from Kentucky's Governor Thomas Bramlette. In this session, investigate the case's primary documents, get introduced to the Civil War Governors of Kentucky Project at KHS, and learn about the classroom historical simulation experience being developed around the Caroline Chronicles.

### **10:30 to 11:00 AM Break in Commonwealth Hall**

Visit the Information Tables for resources and information from Kentucky's history organizations and sites, or check out the exhibits in the Rosenthal and Keeneland Galleries.

### **11:00 AM to 11:50 AM Concurrent sessions**

## **Tools for Your Connected Classroom from the University of Louisville and the Filson Historical Society**

**Aaron Rosenblum**, Filson Historical Society, **Heather Fox and Elizabeth Reilly**, University of Louisville

*Room: Library Microfilm Room*

Connected classrooms in schools paired with online archival collections allow for new opportunities in student research and historical engagement. Archivists from the University of Louisville Archives and Special Collections and the Filson Historical Society will guide educators through online resources at each institution, and discuss possible uses for the online tools and collections in curricula. The session will also be an opportunity to offer feedback to the presenters on how their institutions can better serve the needs of teachers and students.

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## Valuing Local History: Davis Bottom for Educators

**A. Gwynn Henderson and Judy Sizemore**, Kentucky Archaeological Survey

*Room: Brown Forman A*

Overlooked, hidden, and dismissed, the story of Davis Bottom- an integrated, working-class neighborhood in Lexington- is a local one. Contained within the story are links to fundamental history and humanities themes of “taking a stand” about definitions of family, meanings of neighborhood, stereotyping, civil rights, and social justice. During this session, the educational materials linked to the project will be introduced by the materials’ creators. The story of Davis Bottom has been brought to life using an award-winning video, two full-color murals, a website, oral histories and archaeology. 4<sup>th</sup> to 8<sup>th</sup> grade classroom lessons and activities will be explained for “Teaching through Documentary Art” and “Investigating a Shotgun House”.

## Students Taking a Stand: Taking Informed Action in the Classroom

**Ryan New**, Boyle County High School, and **Todd Johnson**, Kentucky School for the Blind

*Room: Brown-Forman B*

Social studies students K-12 do not need to wait till graduation or college to be citizens who take informed action in their communities, states, and within the nation as a whole. This session will explore the 4th dimension of the C3 framework and discuss what it means to use social studies as a way of preparing students as citizens, how they can use an interdisciplinary approach to create arguments, explore social problems, and engage in deliberation to enhance the common good.

## Containment in Southeast Asia: The Vietnam War, 1950-1975

**Scott Coleman**, Livingston Central High School

*Room: Jones Conference Room*

This session is a critical examination of the U.S military escalation involvement in Vietnam with an emphasis from a soldier's perspective. By drawing from a diverse collection of resources, the Vietnam War is seen from different perspectives. The presentation incorporates how to use music from the era to examine how the war impacted our nation's culture and values.

**11:50 AM to 12:30 PM Lunch**

*Room: Brown-Forman A and B*

**12:30 to 1:45 PM**

**KEYNOTE**

*Room: Brown-Forman A and B*

Introduction from **Kentucky Humanities Council staff member** on their mission and school programs.

Followed by, **Kentucky Chautauqua presents Edward Smith as U.S. Supreme Court Justice John Marshall Harlan, the Great Dissenter.**

This keynote program was funded in part by the Kentucky Humanities Council, Inc. and the National Endowment for the Humanities



**TELLING  
KENTUCKY'S  
STORY**  
KENTUCKY HUMANITIES COUNCIL, INC.

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2:00 to 2:50 PM

*Concurrent sessions***Judging the Judgmental Language: Putting the “Dark Ages” on Trial****Joanna Federico**, Frazier History Museum and University of Louisville*Room: Library Microfilm Room*

Most historians no longer use the term “Dark Ages” but many people still refer to the Middle Ages with this negative nickname. Even the term Middle Ages dismisses that 1000 years of history, suggesting it was less important than what came before and after. This session will walk through an activity designed to introduce the Middle Ages and get students thinking about the judgments people make about the past using evidence such as maps and replica objects. Participants will then come together to discuss what they learned and take a stand on whether it is fair to call the period the Dark Ages. The session presenter will finish by discussing how she found, vetted, and chose the sources and replica objects, and how a similar idea could be adapted for classroom use.

**Mining the Gold: Curating Conversations of the Past****Julie Webb and Kathie Wrightson**, Shelby County Schools*Room: Brown-Forman A*

This session will detail an oral history project done in Shelby County schools. Acting as curators, 8th grade Talented and Gifted students and AP US History Students recorded and then tagged conversations of men and women who lived through the Civil Rights era in Shelbyville, KY. Once curated, these conversations become a fascinating look into the past and a prescient view of the future as men and women discuss their experiences with segregation, the KKK, and a host of other local punitive laws that fostered hatred and insecurity amongst both white and black populations. Models provided by the Library of Congress encourage students to see how their work commemorates important moments in history.

**The Thought Experiment of Alternative History: A New Technique for Using Primary Sources****Doug Henry**, Bullitt Lick Middle School*Room: Brown-Forman B*

Centered on the Indian Removal Act of 1832, this session explains how to use the “thought experiment” as an instructional technique for any era of history. This technique starts with students close reading primary sources like Chief Justice Marshall’s decision in *Worcester v. Georgia*. Then, students put the sources into a graphic organizer to discern historical perspective, goals, and outcomes. The diagramming provides the foundation for the thought experiment and development a historical counterfactual. The activity continues with students storyboarding a different outcome of history and those storyboards adapted into an online game. By using this approach, students have increased mastery of the learning objectives by 13 percent over previous instructional techniques.

## **Teaching Economics and History through Children's Literature**

**Erin Yetter**, Federal Reserve Bank of St. Louis- Louisville Branch

*Room: Jones Conference Room*

Come and see how to build the bridge between economics and history using children's literature! Participants will be guided through interactive lessons based on popular historical fiction books. Each lesson has engaging, hands-on activities with whiteboard applications to bring history and economics alive for your students. Participants will receive printed copies of classroom-ready lessons and copies of the books will be raffled off as prizes.

### **2:50 to 3:20 PM Break in Commonwealth Hall**

Visit the Information Tables for resources and information from Kentucky's history organizations and sites, or check out the exhibits in the Rosenthal and Keeneland Galleries.

### **3:20 to 4:10 PM Concurrent Sessions- Grade Level Specific**

#### **Taking Action with History: Getting Started with National History Day in Kentucky (Alternate Session)**

**Cheryl Caskey**, Kentucky Historical Society

*Room: Library Microfilm Room*

Teachers will go through an exhibit activity designed to challenge students' collaboration and critical thinking skills in an impromptu atmosphere while introducing them to the concepts of close reading, historical questioning, and the National History Day (NHD) process. The Kentucky Historical Society serves as the state's affiliate for the NHD program. Through this program, students research, create and display a topic of their choosing around a yearly theme. The theme for 2017 is "Taking a Stand in History". At this session, teachers will receive the exhibit lesson plan for their classroom, as well as National History Day materials.

#### **Dare You Choose A Side? Battle Lines Drawn in Kentucky during the Civil War (Middle School Session)**

**Dorothy Meyers and Gwyn Dicken**, Boone County Schools

*Room: Brown Forman A*

All throughout history, people have been forced to take stands on controversial issues. A prime example would be during the Civil War when people in the Border States, like Kentucky, were forced to choose a side and draw battle lines. Although Kentucky declared neutrality, citizens were forced to take a stand because of factors out of their control. This resulted in families split over their choice of Union or Confederate. This session provides a DBQ (Document Based Question) type lesson with primary and secondary sources that helps students to analyze Kentucky's "stand" during Civil War. If you are looking for a lesson you can take back and use in your classroom, this session will give you what you are searching for.

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## **Implementing Inquiry: Empowering Students to Ask Questions, Examine Evidence and Take a Stand (High School Session)**

**Maggie Brewer and Chloe Ward**, Scott County High School

*Room: Brown Forman B*

Looking for ways to use primary and secondary sources to answer compelling questions in your social studies classroom? In this session, discover the Inquiry Design Model (IDM), a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and focuses on the main elements of the C3 Framework. The session is led by two teachers experienced in using IDM. They will lead participants through the IDM blueprint of questions, tasks, and sources that define a curricular inquiry.

## **Take a Stand for Fun Explicit Instruction (Elementary School Session)**

**Donnie Wilkerson**, Jamestown Elementary

*Room: Jones Conference Room*

In this session attendees will take away strategies for use immediately in their social studies classroom. The presenter will focus on ways to augment *History Alive!* type lessons while using a variety of sources from traditional to non-traditional like food and flags. Lesson examples will connect to the "Taking a Stand" theme and be a mix of the trending inquiry instructional model and explicit teacher led model. Imbedded will be unique formative assessment tools to help time strapped teachers spend less time testing and more time teaching. Lively discussion and audience participation will be encouraged, and participants will come away with sound takeaways that teachers and students will love.

4:10 to 5:00 PM

### **Closing Remarks**

*Room: Brown-Forman A and B*

### **Other Information:**

#### Location

**Thomas D. Clark Center for Kentucky History**  
100 W. Broadway Rd.  
Frankfort, KY 40601

#### *Rooms used for conference*

**First floor:** Commonwealth Hall (main open space upon entering at Broadway front doors) and Brown-Forman A and B (located at end of Hall of Governors through glass doors)  
**Second floor:** Library Microfilm Room (located within Martin F. Schmidt Research Library when first entering is off to the left) and Jones Conference Room (located off to the left of the stairs through double wooden doors)

#### Registration Entrance

Please enter through the main front doors off of **Broadway Rd.** *Change from previous years.*

#### Parking

You may park across the street in the Kentucky Historical Society parking lot in the white spaces for free. Entrance to the parking lot can be access from Ann Street (across the train tracks). If the parking lot is full, there is street parking in the area as well.

#### Field Study Bus Trip

If attending Field Study Bus Trip, please check in your packet for an information sheet and meet at the Thomas D. Clark Center before 8 AM.

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